DOCUMENT RESUME

ED 429 766 RC 021 916

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TITLE Using Intergenerational Communities To Develop a Special Education Discipline Page Website: Focus on the Gifted.

PUB DATE 1999-03-00

NOTE 10p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.

PUB TYPE Guides - Non-Classroom (055) -- Speeches/Meeting Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Collegiality; Computer Assisted Instruction; *Computer Uses in Education; Cooperative Learning; *Databases; *Gifted; Higher Education; *Hypermedia; Instructional Innovation; Mentors; Peer Teaching; *Special Education; *Student Developed Materials; World Wide Web

IDENTIFIERS *Web Sites

ABSTRACT

Intergenerational learning communities develop when learners from one class create materials that learners from later classes can use. If information for a class is collected and maintained in an electronic archive, each successive class, or generation, can use that material and build upon it. The compilation of documents results in a superdocument, the components of which can be integrated, cited, and linked to other internal documents via hyperlinks, allowing multiple orderings and perspectives based on the needs of users. Disciplinary web sites, such as for gifted education, use this practice to improve learning and motivation, develop resources, and encourage mentor partnerships. Three levels are recommended for a disciplinary Web site, with separate pages for beginners, intermediates, and advanced. A typical web site would include big theories, big questions, frequently asked questions, how to do research, links to related web sites, resources, future conferences, and search-and-help systems. Learners that work with fully functional discipline sites should develop the following processes: linking materials, integrating existing information, critiquing ideas, and reflecting on own progress. The site also provides an authentic audience for student products. (TD)

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The basic idea for intergenerational communities comes from James (1997) who presents the concept (see http://home.okstate.edu/homepages.nsf/toc/cml48.1) that learners from one class can create materials with which learners from later classes can learn (see http://www.soc.hawaii .edu/~leonj/leonj/leonpsy/ cognitive.html). In other words, a class can create a database, teaching materials, and learning examples that others can mine. If information for a class is collected and maintained in an electronic archive, each successive class or generation can use that material and build upon it. Hence, after several generations, learners should be able to go farther into the material and learn more than they would be able to if they had to start from scratch. See service learning at http://www.newhorizons.org/trm_servlrn.html .

Benefits of Intergenerational Learning: Students learn a variety of skills as the multigenerational database is constructed. They learn scientific and scholarly skills such as writing for the public, analyzing the work of others, expressing an intellectual position, and developing model instructional activities. They develop information literacy in the discipline and become familiar with technology as a medium of instruction. They develop leadership and citizenship skills as they volunteer for projects (all activity should be voluntary and interest based). They expand on the knowledge base and introduce innovations in teaching and learning, and they maintain an intellectual presence in the community. See http://www.soc.hawaii.edu/~leonj/leonj/leonpsy/gc/intro.html) lists the ways students learn to reflect on practices of previous generations.

Making Disciplinary Knowledge, Practice, and Culture Visible in Generational Curricula: With the acquisition of the language or vocabulary needed to talk about information in a discipline, ideas are linked together creating a web of relationships which fosters understanding (see for example http://www.soc.hawaii.edu/~leonj/leonj/leonpsych/instructor /kcc/kcc97.html). For each new learner, integrating the existing information with new information compares alternatives. See use of original source documents at http://www.inform.umd.edu/EdRes/Colleges/HONR/HONR218C/ . Learners critique ideas with guidance and support from others and eventually develop their own ideas independently. Learners reflect on their progress and on the new structures, which they have created. See http://www.soc.hawaii.edu/~leonj/leonj/leonpsy/sthomes.html. For a G/T curriculum newsletter see http://www.wm.edu/education/systems.htm .

Developing Intergenerational Communities: Students use materials developed by earlier generations to foster their own learning. This process leads to the development of multigenerational communities. There are a variety of forces that are at play here that develop when learners learn intergenerationally (see examples at http://www.ls.sesp.nwu.edu/lc/sitetoc.html or http://www.radcliffe.edu/forstudents/intergen.html.

Generational Strategies: Generationally, we have learners who form teams within their generation to develop service modules which later generations will use. The team focuses on writing for each other (within generation) and for others across generations rather than for the instructor. See units at http://www.geocities.com/Athens/Olympus/7123/integrate.html, http://www.stf.sk.ca/ps/src/srconlin.htm , http://www.libsci.sc.edu/miller/Unitlink.htm ,

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http://www.pacificnet.net/~mandel/ , http://members.aol.com/MGoudie/ChildrensLit.html , http://members.tripod.com/jaydambrosio/ .This provides an authentic audience. Learners organize past work in new formats, feature it in their work, and use it as the basis for further expansions of ideas. They will develop coaching strategies for their peers and, after they are validated, leave these electronic coaches for others in following generations to use as scaffolding when needed. Other possible activities include indexing and annotating prior reports, creating and developing new associations between prior knowledge, and creating cognitive maps, which integrate old and new materials. See student created web pages at http://lphs.montreal.qc.ca/Web-Classes/Kidz2 / Kidz2.html .

Assignments in Generational Curricula: James (1997) http://www.soc.hawaii.edu/~leonj/leonj/leonpsy/gc/intro.html describes a process for making assignments in generational curricula. Learners write weekly assignments from the assignments; reports about the material they are learning are created. The learner reports are published on learner generational web sites, which are linked to the multigenerational database. Assignments are generationally cumulative and draw upon the work of earlier generations. Learners are told to write only what they believe in and understand; therefore, there are few problems with data, which are incorrect. Learners develop collaborative projects, but each learner creates an individual report, which is posted to the database. The reports developed are for the next generation of learners not for the instructor (authentic audience). Both individual and team reports in the archive can be added to at any time to maintain currency and to improve their content. Learners make suggestions for future learners as to further explorations or ways in which the accumulating data can be examined (see for example http://www.uvm.edu /~jphclass/bot160/). Successive generations of learners maintain the archive. They read the material, use it, and link pieces of it to their reports to form a super document. For teacher management strategies see http://www.soc.hawaii.edu/~leonj/leonj/leonpsy/gc/onlinetalk.html. See information about Renzulli models at http://www.gifted.uconn.edu/gubbins.html,

Interactivity Strategies: Interactivity strategies revolve around the process of interaction necessary to create collaborative documents within and across generations. Individuals create journals of what they do and experience, add this information to the database, and share it with others. Interview data with subjects or authors are useful in certain disciplines. Notes that are shared with collaborators or are archived, provide source documents for future developers. Cognitive maps, which show structural relationships, are used to show structure and interrelationships between ideas and pieces of information. See http://teams.lacoe.edu/, http://www.psu.edu/celt/grants/FELT10.html

Super Documents (Living Document Systems): Super documents are compilations of smaller documents, put together to store information and use it within the document in a variety of ways (see http://www.psyc.nott.ac.uk/aigr/papers/Living-Documents/paper.html). Components of the document are adaptive in the sense that they are used, integrated, cited and linked to other internal documents to serve new needs and to show the present status of information. The contextual set of information is expected to grow over time. See http://prism.prs.k12.nj.us/WWW/OII/disc-pub/fiesta/0006.html as a discussion archive.) Hyperlinking allows multiple orderings based on use and the needs of the users. Material is easily added and altered for different purposes without changing the initial structure of the source documents. This allows multiple perspectives on the original documents and multiple representations of the integrated information, which should represent a variety of perspectives. Information use can be extended as source documents form the basis for further information development and adaptation. Because of the linking feature non-experts can easily follow various tracks as they travel the information field. (See a hyperbook on education at http://www.ils.nwu.edu/~e_for_e/index.html) This requires a persistent medium in which the knowledge is stored so that subsequent generations will have access to the historical data. See

http://www.soc.hawaii.edu/~leonj/leonj/leonpsy/cyber.html. Just as in databases, help and search systems can be used to facilitate access to information in the super document. For multimedia digital document archive directions see http://ksi.cpsc.ucalgary.ca:80/articles/ CMMC94/. We have a socially developed visible community product: the super document, which all use and contribute to. James shows how to maintain a multigenerational document at
http://www.soc.hawaii.edu/~leonj/leonj/leonpsy/gc/intro.html

Tasks to support a living document system: There needs to be a mechanism whereby direct communication is provided between users who all have access. In multigenerational communities this is accomplished by providing a way for learners to post new information for the next generation, providing an authentic audience for the information producers. http://www.soc.hawaii.edu/~leonj/leonj/leonpsy/instructor/leonweb1.html. There needs to be a mechanism for the retrieval of information and documents, usually a full text and title search analysis procedure. There should be an internal authoring system, which allows authoring by users and by agents. Agents are programs, which summarize or abstract information according to predeveloped algorithms. Procedures need to be in place so that users can annotate documents. This is usually done by hyperlinking to internal addresses in the documents. Users should have the ability to develop links and to insert addresses into existing documents. Many super documents have the facility of creating artificial agents for on-the-fly document creating. See service learning at http://www.nicsl.coled.umn.edu/ .

Developing A Disciplinary Website for Gifted Education

A great place to start is to see http://www.eskimo.com/~user/kids.html which contends that it lists all G/T resources available on the Internet. Each area will have its own structure, which should influence the components of the discipline page. In many disciplines, strategies for learning in that discipline are a neglected area. Usually learners are only gradually inducted into the fold, mostly at the doctoral level. Thus many students, who could be majors, drift away and are not attracted into the discipline when they could have been, if they were exposed early on to what the discipline is and how its members function. Conversely, a number of learners may be drawn into a discipline only to find out very late in their educational careers they do not care for or are not comfortable with the discipline as a profession. In a CML setting we recommend that teachers provide a discipline based Web site, which interested students, can explore and use to learn about the discipline. See http://www.enmu.edu/~piercer/physci/#geol

Benefits of Discipline Webpages

* **Improves Learning:** Learning is improved by having access to material at a variety of levels. Interests can easily be followed when there is an abundance of disciplinary content. Learning through exploration and discovery is fostered by having access to materials when they are needed. See http://home.okstate.edu/homepages.nsf/toc/isdhome for an example.
* **Improves Motivation:** The disciplinary website allows exploration which comes with curiosity. Student who can follow their own interests and who have choice are likely to be more motivated than those whose learning is prescribed by more traditional curricula. See http://home.okstate.edu/homepages.nsf/toc/isdhome .
* **Develops resources:** The discipline page should be a living and growing resource which collects new information, articles, examples, and student products as each cohort class moves through. Resources will continue to develop as long as students and faculty continue to use the site and to post new marterial to it. Some classes should be assigned to manage the discipline page as part of their learning. See http://www.soc.hawaii.edu/ ~leonj/leonj/leonpsy/gc/generations.html .
* **Encourages Mentor Partnerships.** Mentors should be provided for courses in a variety of applied disciplines where networking and practical guidance are beneficial to the practice of the craft, e.g., education, engineering, architecture, veterinary medicine, etc. The online mentoring process is

described at http://www.english.upenn.edu/~afilreis/Writing/awm.html. Alumni groups can be used to provide mentoring relationships for learners in a variety of disciplines (see http://www.alumni.berkeley.edu/student_services/mentorship/mentee.html).

* **Provides Authentic Outlet for Student Projects:** The disciplinary website is one of the most appropriate places for information to be displayed by students and faculty.

Goals of Learning in a Discipline

Different groups will have different goals for learning in a discipline. The goals on the departmental or disciplinary website should be represented and explained to both students and faculty. For a disciplinary goal explanation see http://education.okstate.edu/coe/sahep/schoolpsych/science_based.html. Note that some organizations will have their goals on their own Web pages and a disciplinary website may link to these rather than having to replicate them. In educational psychology we have goals set by accrediting agencies. e.g., North Central and NCATE, we have goals set by state agencies, e.g., the State Department of Education, see http://sde.state.ok.us/lib/pass/passindx.html and we have goals set by professional organizations; e.g., the American Psychological Association see ethics for APA at http://www.apa.org/ ethics/code.html. For NCATE standards see http://www.ncate.org/projects/npt/ elemdraft/elemstds.PDF .

Studying in the Discipline: Students should be provided help in learning the discipline. This begins with study skills and goes through the creation of a group portfolio (see http://www.lsa.umich.edu: 80/ecb/infohighway/roster.html). The teacher can assist by providing assistance in team creation, scaffolding, and helping team members scaffold each other. See papers from a G/T conference at http://www.nexus.edu.au/teachstud/gat/gat.htm .

Three Levels of Disciplinary Web Page: The same page will not do for all levels of learners or for all members of the community. There should be a page, which focuses on the beginner or participant in the first course in the discipline. This track through the page should show the broad scope of the discipline. It should show a range of activities in which practitioners could join and the kinds of jobs that they could hold. It should provide access to a glossary of terms and a number of reference sources in the library, which would be useful to the beginner in developing ideas and papers using the discipline content. If a generational archive is available it may be tapped for teaching introductory material. There should be links to higher level material and to other interesting material. An intermediate level page could be designed for undergraduate or masters level students. The depth of material provided is higher than that provided for the beginner. This track should provide access to a great deal of material (see http://www.leeds.ac.uk/educol/), which explicates or summarizes what, is happening in the field. It should provide access to conferences (see http://crystal.biol.csufresno.edu:8080/etl/index.html ,lectures, campus and regional meetings, and links to national organizations (see http://educom.edu/). It should provide access to style manuals (see http://www.cas.usf.edu/english/walker/apa.html) and databases, which are necessary to writing papers (see how to conduct a literature review at http://anarch.ie.toronto.edu/courses/mie240/literature.html) and to constructing projects, which are appropriate to majors. There should be a chat room and a FAQ link which advanced users explore. There should be a help desk or a question bulletin board where interesting questions can be posted which other students or faculty will answer A third level of a disciplinary Web site is the advanced (graduate) level site. This site would focus on the interaction of advanced students who have research questions and technical questions, which cannot typically be easily answered by looking up the answers. This can include chat rooms at a national level, Web conferences, and the like. (See http://www.acs.ucalgary.ca/~browder /db_tutorial.html). For a parent site see http://gtworld.org/ . Also see http://www.eskimo.com/~user/ kids.html .

Mining Intergenerational hypertext: James (1997) starts by discussing the mining of hypertext as an approach. See http://www.suu.edu/WebPages/MuseumGaller/artapp.html As students work with a piece of text they can annotate it with hyperlinks. Consider for example a classic reference work. If this is available in an electronic format students can annotate it with explanations, definitions, worked examples, all linked within the document. Students could write critiques of sections of the document or particular ideas. Students in the same class could read each others' work and annotate it. All of these documents could be linked together to create a super document. Subsequent classes could write more in depth pieces integrating the work of earlier students. The older documents could be archived, and the new documents could be used as the primary links.

Learner Processes

There are a number of processes which learners should develop when working with a fully functioning discipline site. These include:

Link Materials: One of the possible processes in a CML hypertext which spans generations is that students can use materials created by earlier generations where they create their own products. Students may link to materials within the hyperbook to provide definitions, examples, simulations, processes, and so forth. See http://www.soc.hawaii.edu/~leonj/leonj/leonpsych/instructor /kcc/kcc97.html.

Integrate Existing Information: The ability to link to material created earlier improves the ability to integrate existing information. Learners can paste pieces together and use links to provide other information. Linking provides an opportunity to show relationships which is unavailable in traditional books. The discipline webpage should contain many materials in the same place which can be used in the integration process. For a list of articles see http://www.millville.cache.k12.ut.us/millville/teachers/ tag/articles.htm . For ERIC resources see http://www.cec.sped.org/er-menu.htm . For a best practices manual for G/T see http://www.sde.state.id.us:2500/GiftedTalented/Manuals/Tue__02_Jun_1998 19_38_47_GMT/?Template=ShowOne .

Critique Ideas: To critique ideas one must have several perspectives to work from. The disciplinary website in disciplines which have shared theory, rather than a paradigm, will provide different philosophical, evaluational, perspectival tools which can be used in analysis and critique. Disciplines usually teach critique methodology appropriate for their content. This should be available on the website.

Reflect on Learner progress: The discipline website should teach reflective processes. There should be activities which will promote reflection on the content at a variety of levels. Peer interaction is helpful here. If several have had the same experience they can all provide what they think the critical points are and discuss the discrepancies. This will point out to the students who are not reflecting well or analyzing well what others look for that leads to success

Examples of Student Products: Students at many levels need an authentic audience for their products. The discipline website can be one place where products can be displayed. Students can create teaching materials, summaries of articles, summaries of the work of theorists, examples of processes, solved problems, tutorials, simulations, etc. The list is endless. Any of these student products, after review (and possible revision) can be posted as useful additions to the disciplinary webpage. See products at http://sun.sjen.org/cluster4/webquests/033/WQ033.html .

Teaching Materials: In many disciplines faculty ask students to create materials specifically designed to teach concepts in areas where students typically have problems. See http://etc.sccoe.k12.ca.us/i98/ii98Units/Cross/WINNERS/Text/Wnrhme.htm .

Developing Article Archives: To facilitate learning students may want to provide articles which have been published in journals or other sources which illustrate key points or seminal thinking. There are however issues of copyright which must be dealt with. Those who worry about copyright, given educational fair use statutes, should have the class members sign a contract that they will not give materials to others from the archive or use then, except for personal learning. See http://forum.swarthmore.edu/~steve/ . The password on the archive should be changed every semester to avoid copyright violations. See article archives at http://freeway.net/~mmuniak/archive/submit.htm ,or http://www.techweek.com/Article Archive.html .

Designing the Discipline Page

The discipline webpage should contain the information that students need, at a beginning level, to understand what the discipline is all about. When creating a disciplinary webpage it may be useful to brainstorm, with colleagues and students as to what should be included. Some possible items are provided below. The disciplinary Web page should provide information about those who are considered to be the big names in the field. This might include brief biographies, lists of publications, links to Web sites, etc. See http://www.smc.qld.edu.au/edulinks.htm, http://www.signpost.mwci.net/sample/education.html, or http://www.signpost.mwci.net/sample/education.html Descriptions of what the current and historical progenitors of the field have done provides useful summaries which can be used at the intermediate and sometimes the beginning level to inform learners about who did what and who influenced the work of whom in the historical chain of events see http://cncn.com/homepages/ken_m/shakespeare.html . Students as class or individual projects can do much of the text development here.

Big Theories. The big theories in a discipline are usually related to one or more big names, but this is not always so. Learners at the beginning and intermediate levels need to be able to access summaries of the big theories with which they will be studying and working. Diversity in opinions and theories promotes student growth and student recruitment. Researchers and theorists in gifted education become known, such as Maker http://www.ldonline.org/ld_indepth/gt_ld/eric_digest427.html, Betts, Delisle http://www.educ.kent.edu/CoE/EFSS/SENG/index.html, Renzulli, Reis, http://www.ucc.uconn.edu/ ~wwwgt/nrcgt.html, Silverman, http://www.gifteddevelopment.com/, Amabile, torrance, Gardner, Sternberg, etc. For an ERIC list see http://www.cec.sped.org/faq/gtmodels.htm With faculty supervision other students can create the text describing the big theories in language that is more on the level of the beginning and intermediate student than text created by faculty. See http://www.soc.hawaii.edu/~leonj/ leonj/leonpsy/cognitive.html.

Big Questions. In many disciplines there are a number of big questions which everyone is trying to address. The Web site for the discipline should detail these questions for the intermediate and advanced learner see http://megasun.bch.umontreal.ca/protists/protists.html The primary purpose here is to keep the big questions in the mind's eye so that they will be the focus of the new thinkers in the field who may come up with unique approaches to solutions for these problems. Identification (http://www.aacps.org/AACPS/BOE/INSTR/CURR/tag/GTid.htm, http://www.jayi.com/sbi/aagc/Clark_Zimm.html) , multiple intelligences (http://www.ed.gov/databases/ERIC_Digests/ed410226.html), philosophies of teaching

(http://www.ed.gov/databases/ERIC_Digests/ed262525.html), best practices (http://www.edweek.org/context/hotlist/gifted.htm , http://www.javi.com/sbi/aagc/Rogers.html), etc.

FAQ's: In some disciplines, there are a set of commonly asked questions which novices ask which should be included on the discipline page. FAQ's could concern research, alternative theories, questions asked in beginning or intermediate courses, etc. As students ask questions electronically you can post the questions and the answers to the FAQ page and then refer other students to the page instead of having to repeatedly answer the same question. New students can read the FAQ's to get an idea of the problems or issues, which are being discussed in the discipline 7in the department. See http://pages.prodigy.com/ PAUM88A/ For information about talent searches see http://www.eskimo.com/~user/ztsearch.html .

How to Do Research: Every discipline specific site should have a section on how to do research in the discipline. See http://www.fste.ac.cowan.edu.au/scims/math/Welcome.html. This page should include the typical methodologies, analysis techniques, and links to information on how to conduct them. The department will want to have links to faculty research and to the output of student research teams. The more examples of research can be shown students, the more likely they are to become interested in it and the discipline. See an example of a focused research site at http://sunsite.unc.edu/south

Links to Discipline Related Web Pages: There are many sources on the Internet, which provide information, which will become more and more useful to learners. Databases are available in some disciplines. Proceedings and papers from conferences, books, demonstrations, simulations and the like may be available. Select links for beginners, intermediate and advanced learners as well as a master links page which all could explore. This latter page would be usable by faculty and graduates as well as students, if properly maintained. See http://phylogeny.arizona.edu/tree/eukaryotes/fungi/ascomycota/ascomycota.html http://spiders.arizona.edu/salticidae/salticidae.html http://mendel.berkeley.edu/dog.html See http://home.okstate.edu/homepages.nsf/toc/cml33-1

Resources: Resources may include books, encyclopedias, databases, newsletters, reviews, show catalogues, etc. These should be listed and the contents described. See http://australiansevereweather.simplenet.com/cyclones/history.htm http://members.aa.net/~urizen/blake3.html See federally and state funded centers for G/T education and research at http://www.cec.sped.org/faq/gt-urls.htm .

Journals: Both beginning and intermediate learners will need to know about the good journals in the field see http://www.parentsjournal.org/toc.html. Good journals are determined by polls of experts or by the citation counts of articles, which are published by the journals. Learners should know the names of the journals, the kinds of material that they publish, and the level of the content material. Learners will need to know what the library holdings are and where to look for articles either in the stacks, on the Internet or in the library's computerized database. Advanced students will need to know about publication policies and acceptance rates. See http://www.wm.edu/education/gti.htm , http://coehp.idbsu.edu/tag/JEG.htm , http://www.prufrock.com/mag_jsge.html , http://www.gifted-children.com/whatsnew.htm , and http://www.cagifted.org/xmembers.htm .

Professional Organizations: The discipline page should provide a list of professional organizations, links to their homepages, descriptions of what the groups do, and who belongs to them see http://www.apa.org/. Indicate which are appropriate to look to when applying for jobs and which have good journals. Students should be encouraged to join those which provide student membership rates and to attend regional and national conferences. Students who participate in national/regional organizations

and meet others in the field are more likely to stay in the field and to be able to develop networks which will lead to jobs see http://www.mwebfamily.co.za/women/network.html. Some organizations will have student subgroups, which offer a way to meet others, who are beginning in the field. Meeting other students will help with research, idea sharing, and network development. Develop the links to your state association, the National Association for Gifted Children http://www.nagc.org/), The Association for the Gifted http://coehp.idbsu.edu/tag/default.htm, http://vcn.bc.ca/gca/links.html, and other professional organizations http://www.javi.com/aagc/about.html.

Future Conferences: Future conferences either on the Web or in person should be listed on the Web site. In some disciplines there are only a few conferences available. In other disciplines there are many. Use the Chronicle of Higher Education Annual Conference Supplement to start the list, then supplement with the local and regional conferences, which do not get national advertising. See http://chronicle.com/ or http://www.nagc.org/Other/state.html.